University of Cebu (Main, Banilad, METC, LM, Pardo and Talisay) Senior High School Department		**School Year:**	2024-2025
		Semester/Term:	1st
		Revision Date:	July 22, 2024

I. Course Information

Course Code	**SHS – Soc Sci 9**	**LEC Units**		**Course Description:**
Course Title	**Community Engagement Solidarity & Citizenship**	**LAB Units:**		Based on DepED Curriculum Guide
Pre-requisite(s):	NA	**LEC Hours:**		
Co-requisite(s):	NA	**LAB Hours:**		
Content Standard	Based on DepED Curriculum Guide			
Performance Standard	Based on DepED Curriculum Guide			

II. Institutional Statements of Vision, Mission, Institutional Goals, Graduate Attributes, and Core Values

UC Vision	UC Mission	INSTITUTIONAL GOALS	UC Core Values	UC Graduate Attributes
Democratize quality education. Be the visionary and industry leader. Give hope and transform lives.	University of Cebu offers affordable and quality education responsive to the demands of local and international communities. University of Cebu commits itself to: (M1) serve as an active catalyst in providing efficient and effective delivery of educational services;	(IG1) To offer programs to include Alternative Learning Systems (ALS) or non-conventional programs that are relevant and compliant with institutional, regulatory, industry and accreditation standards that will develop life-long learners. (M1, M2) (IG2) To develop social awareness, responsibility and accountability	These are the core values that the University of Cebu upholds: **Innovation** *"Be the visionary and the industry leader."* **Camaraderie** *"Living in the spirit of harmony and approachability."* **Alignment** *"All activities are geared towards core values and priorities."*	**University of Cebu graduates is (a):** (G5.2.1) Life-long Learner Demonstrate skills and competencies in one's educational level and field of discipline towards lifelong learning (IG1, IG2, IG3 & IG4) (GA2) Effective Communicator Exhibit proficiency in listening, speaking, writing, reading and viewing (IG1 & IG4)

	(M2) pursue excellence in instruction, research and community services towards social and economic development as well as environmental sustainability; (M3) acquire, disseminate and utilize appropriate technology to enhance the university's educational service; and, (M4) foster an organizational culture that nurtures employee productivity and engagement	among stakeholders anchored on instruction, research and production. (M2) (IG3) To complement the academic programs with holistic and integrated student services. (M1, M2) (IG4) To develop a pool of qualified, professional and motivated faculty in the areas of instruction, research and community extension. (M2, M4) (IG5) To ensure effective administration and supervision of instructional and learning resources in support of the academic programs. (M3) (IG6) To provide an environment that is safe, functional and conducive to teaching, learning and working. (M4) (IG7) To ensure operations which are collaborative, sustainable, efficient and effective in meeting the needs of the institution and its stakeholders. (M3, M4)	**Respect** *"Always a professional, mindful of God, university, the community and self."* **Excellence** *"To be great at whatever it is we do and go for the best."*	(GA3) Socially Accountable and Responsible Demonstrate social accountability and ethical responsibility towards the community and the environment (IG2 & IG6) (GA4) Team Player Exhibit proactive and collaborative attributes in a diverse society (IG2) (GA5) Technically Competent Utilize appropriate technology (IG5 & IG7) (GA6) Ethically Responsible Manifest ethical behavior in diverse situations (IG2)

III. Departmental Statements of Vision, Mission, Goals and Core Values

SHS Vision	SHS Mission	SHS Core Values	PO
An exemplary Basic Education Department developing life-long learners and stewards of God's creation who are committed citizens of the nation and of the world.	To offer quality Pre-school, Grade School, Junior High School and Senior High School Education services in an enabling and supportive learning environment.	**Innovation** *"Be the visionary and the industry leader."* **Camaraderie** *"Living in the spirit of harmony and approachability."* **Alignment** *"All activities are geared towards core values and priorities."* **Respect** *"Always a professional, mindful of* *God, university, the community and self."* **Respect** *"Always a professional, mindful of* *God, university, the community and self."* ***Excellence*** *"To be great at whatever it is we do and go for the best."*	a. develop communicative competence through personal b. provide knowledge and develop skills, attitudes, and values that foster creativity, curiosity, critical thinking, problem solving and calculated risk-taking as responsible citizens; and c. offer diversified learning experiences needed for higher education and the world of work.

IV. Mapping on UC Graduate Attributes, Vision, Mission, Institutional Goals, Core Values

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Graduate Attributes (GAs)	UCV			UCM				UCCV					UC IG							SHSV	SHSM			SHSGA				SHSCV			
	1	2	3	1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	7	1	1	2	3	1	2	3	4	1	2	3	4
GA1. Lifelong Learner * demonstrate knowledge skills, ethical , standard and personal integrity in a diversified society		■		■	■		■	■	■	■	■	■	■	■	■	■				■	■	■	■	■	■	■	■	■	■	■	■
GA2. Effective Communicator *communicate effectively in the target language through reading and interpreting significant concepts		■	■	■	■			■	■	■	■	■	■	■						■	■	■	■		■		■	■	■	■	■
GA3. Ethically Responsible *gather, analyze, interpret data, present alternative solutions		■	■		■		■	■	■	■	■	■		■				■		■	■	■	■			■		■	■	■	■
GA4. Socially Collaborative *apply the values learned from varied experiences towards responsible citizenship			■		■			■	■	■	■	■		■						■	■	■	■			■	■	■	■	■	■
GA5. Team Player		■				■	■	■	■	■	■	■					■		■	■	■	■	■		■	■	■	■	■	■	■

*perform skills needed for higher education and in the world of work																																
GA6. Technically Competent *applied the values learned from varied experiences towards responsible citizenship	▯	▯	▯		▯			▯	▯	▯	▯	▯		▯						▯	▯	▯	▯	▯	▯		▯	▯	▯	▯	▯

V. Mapping on Program Objectives and Graduate Attributes

Program Objectives of Basic Education	Graduate Attributes (GAs)					
	1	2	3	4	5	6
a. develop communicative competence through personal	▯	▯	▯	▯	▯	
b. provide knowledge and develop skills, attitudes, and values that foster creativity, curiosity, critical thinking, problem solving and calculated risk-taking as responsible citizens; and	▯	▯		▯	▯	▯
c. offer diversified learning experiences needed for higher education and the world of work.	▯	▯				▯

VI. Mapping on CILO, Mission, Institutional Goals, Graduate Attributes, Program Outcomes

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Course Intended Learning Outcomes (CILOs): MELCs BASED	M				I.G.							G.A.						P.O		
At the end of the semester, the students can:	1	2	3	4	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3
(Course/Subject Description of the subject)																		D	P	D

Legend:

I - Introduced (the student gets introduced to concept/principles)
P - Practiced (the student practices the competencies with supervision)
D - Demonstrated (the student practices the competencies across different settings with minimal supervision)

VII. Desired Outcomes/Course Intended Learning Outcomes

Time Frame (by week)	Topic/Lesson	Learning Competencies **Note:** To be taken from DepEd Curriculum Guide/MELCs) and classified into AMT (Acquisition, Making Meaning & Transfer Goals)	Intended number of days	Assessment **Note:** (Specify/Indicate/ Describe assessments/ performance tasks to be given).	Active and Interactive Teaching & Learning Activities (Explore, Firm Up, Deepen & Transfer)		Integration of Institutional / Departmental Core Values
					Strategies	Learning Resources	
		Acquisition (knowledge)		Pre-assessment (Bellwork, etc.)	Explore *(Activate Prior knowledge)*		

		Meaning Meaning (skills, attitude)		**Formative assessment** (seatwork, quiz)	**Firm Up Collaborative Planning: Have students work in groups to draft initial versions of their action plans, providing guidance and feedback.** *(Introduce key concepts)*		
		Transfer Goals (competence)		**Summative assessment** -Written Works -Performance Task	**Deepen** *(Solidify Understanding)* ***Role-Playing**: Engage students in role-playing scenarios to practice negotiation and collaboration with community partners.* **Transfer** *(Apply Learning)* **Workshops: Conduct workshops on creating effective community action plans and**		

					partnership building. Collaborative Planning: Have students work in groups to draft initial versions of their action plans, providing guidance and feedback.		
					Reflection *(Reinforces the connection between theory and practice)*		

VIII. Ancillaries

A. Instructional Methods	
B. Course Requirements	
C. Grading System	
D. Percentage of Passing	

E. Submission Policies	
F. Communication Policies	
G. List of References	

Prepared by: Subject Teacher **Reviewed & Checked:** Subject Coordinator **Attested by:** Senior Coordinator **Approved by:** Principal